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Government of Porto Rico
DEPARTMENT OF EDUCATION
Office of the Commissioner.
San Juan

January 23, 1932

Form Letter No. 72.

Subject: ENGLISH PROJECTS.

To : Supts. of Schools and
High School Principals.

Ladies and Gentlemen:

Attached hereto you will please find four projects which are being sent to you with the request that you study them over carefully and try to carry them into effect in your respective schools.

Your personal and immediate attention is requested to projects numbers 2 and 4, on Reading Material, and Better Articulation, respectively. Projects numbers 1 and 3 may be referred to committees of teachers who will work on them as time will permit.

The Supervisor of English, Mr. J. P. Blanco, will be more than willing to supply you with any additional information you may need.

Yours very truly,

THE COMMISSIONER OF EDUCATION

per (Signed) Pedro Gil
General Director of
Secondary Education

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Encl. to F. L. No. 72.

- PROJECT NO. 1 -

## THE ORGANIZATION OF THE "STUDENTS' ENGLISH CLUB"

1- Objectives:

a- To promote closer social relations
b- To promote broader and more accurate knowledge of American and English literatures

2- Organization:

a- Election of a student Board of Directors selected from the junior and senior classes
b- Appointment of teacher sponsors by the Principal
c- Drafting of a brief constitution and by-laws

3- Programs:

a- Serial programs, each program to center around one literary personage--usually a modern author not studied in the English classes
b- Dramatic presentations
c- Producing an original play, wherever this should be possible

4- Membership:

a- Juniors and seniors who have received honor grades (A and B) in English in the last quarter

NOTE: The Committee may consider any proper changes on this and on the next item.

5- Honorary Members:

a- Freshmen and sophomores who have received an average of "A" in the last quarter

6- Further objectives:

a- The club may later consider interclass and interscholastic:

(1) Debating - juniors and seniors
(2) Prize speaking - declamation - freshmen and sophomores
(3) Story writing contests
(4) Any other activities approved by sponsors

7- Copy of all programs given shall be sent in to the General Director of Secondary Education.

8- References:

(1) Thomas - The Teaching of English in the Secondary School - Houghton, Mifflin & Co. - 1927
(2) McKown - School Clubs - Macmillan Company
(3) Immel and Whipple - Debating - Ginn and Company
(4) Stern - Clubs, Making and Management - Rand McNally Co.
(5) Laycock and Spofford - Manual of Argumentation - Macmillan Company
(6) Lord - Plays for School and Camp - Little, Brown & Co.
(7) Hawn - Platform Pieces - D. C. Heath Co.
(8) Proctor - Selections for Public Speaking - D. C. Heath Co.
(9) A. Smith - Short Plays by Representative Authors - Macmillan Company - 1929
(10) Fish - Drama and Dramatics - Macmillan Company - 1930
(11) Stokes - The Open Door to Poetry - Scribner's - 1931
(12) Boynton - American Poetry - Scribner's - 1927
(13) Pearson - The Humorous Speaker - Noble and Noble
(14) Blackstone - The Best American Orators of Today - Noble and Noble
(15) American Orations - Putnam

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## - PROJECT NO. 2 -

## THE READING MATERIAL IN THE HIGH SCHOOL

TO MAKE A CAREFUL STUDY OF THE PRESENT REQUIRED AND OUTSIDE READING MATERIAL WITH A VIEW TO MAKING SUCH RECOMMENDATIONS AS THE COMMITTEE MAY SEE FIT

1- Committee of teachers to be appointed by the Principal

2- Immediate Objectives:

a- To determine whether the classics that are at present required are the most suitable for our pupils
b- To recommend any changes on the above that the Committee may consider advisable
c- To determine the proper placement of the classics finally recommended for the various years of the high school
d- To consider any desirable changes in the material at present assigned as outside reading
e- To make any other pertinent suggestions connected with the English department of the high school

3- Report:

A report on this project will be due March 1. All recommendations made by the Committee must be very specific and shall be signed by the president of the Committee and the Principal of the school.

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- PROJECT NO. 3 -

BETTER ENGLISH: Cooperative efforts to better the English used in the school - oral and written

1- Correlation of Work:

(1) Science Teachers:

a- They will suggest to their pupils the reading of books in English correlated with their work, such as: Kipling's "Adventures in Science", and the like.
b- They will check up on their pupils' oral and written English, and will suggest ways of bettering their expression.

(2) History Teachers:

a- They will suggest to their pupils the reading of books in English correlated with their work in history, such as: Browning's "Pheidippides", in connection with the battle of Marathon, and the like.
b- In so far as possible, they will try to dramatize certain historical incidents which lend themselves to dramatization, such as: The First Continental Congress, The World War Congress, The League of Nations, and the like.

(3) English Teachers:

a- In so far as possible, they will correlate part of the theme work with the work in other departments.
b- They will occasionally conduct symposia in the English class, dealing with the subject matter of general science and other school subjects.
c- They will be on the lookout for books in English that may be read by pupils in connection with their work in the other depts., and will suggest them to their teachers.
d- They will cooperate with the teachers in the other departments in the correction of their pupils' oral and written English.

(4) All Teachers Teaching in English:

a- They will insist on purity, propriety and precision in the English used by their pupils.
b- They will give each written work a double mark in the form of a fraction the numerator of which represents the substance, and the denominator, the form.

c- They will consider the extent to which attention should be given to form, and the advisability of setting down the principle, to be observed by all teachers in English, that no written work will be accepted unless it is formulated in the pupil's best English.

d- For the purpose of a more effective cooperation, the different departments of the high school will use some such form as the following, on which to report to the English department the needs of the different pupils:

Form X

- BETTER ENGLISH -

(Pupil's Name) _____ needs attention in English as checked:

Oral

1- ___ Total organization
2- ___ Paragraph organization
3- ___ Sentence units
4- ___ Vocabulary
5- ___ Grammar
6- ___ Distinctness
7- ___ Ease and practice in speaking
8- ___ Pronunciation
9- ___ Enunciation
10- ___ Rate of speaking

Written

1- ___ Total organization
2- ___ Paragraph organization
3- ___ Sentence organization:
  a- Fragmentary sentences
  b- Straggling sentences
4- ___ Grammar:
  a- Vague pronouns
  b- Agreement of subject and predicate
5- ___ Vocabulary
6- ___ Form
7- ___ Margins
8- ___ Handwriting
9- ___ Title
10- ___ Punctuation
11- ___ Capitals
12- ___ Spelling: List of common errors

I am ___ sending herewith illustrative papers from my course.

(Signed) _____ _____
Teacher Course

2- References:

(1) Thomas - The Teaching of English in the Secondary School
(2) The English Journal - October, 1931
(3) The Elementary English Review - October, 1931

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## - PROJECT NO. 4 -

### TO SECURE BETTER ARTICULATION IN THE ENGLISH WORK IN GRADES EIGHT AND NINE

1- Specific Aims:

a- To hold joint conferences during the year at which to discuss all matters pertaining to the subject.
b- To make a report at the close of the year in which definite accomplishments will be recorded.

2- Suggestions:

a- Appoint a "GENERAL ENGLISH COMMITTEE" of English teachers.
b- Devise a plan whereby ninth grade teachers may observe a few classes in eighth grade English
c- Invite the cooperation of elementary school principals to the effect that they may have their eighth grade teachers observe a few classes in ninth grade English.
d- Secure from every child now in the eighth grade a specimen original theme on some such subject as: "An Account of the Most Interesting Experience I Have Ever Had" - real or imaginary -, the task to be assigned the previous day. The papers will be looked through first by the grade teachers and rated on the same basis as other eighth grade papers, the ratings to be entered on a separate slip and no marks being made on the papers. The papers will then be corrected by the ninth grade teachers who will rate them from the high-school point of view.
e- Have eighth grade teachers correct and rate as for mature members of the eighth grade, a complete set of short themes representative of the present work of first year pupils. In addition to the rating of these themes, the grade teachers will state whether in their opinion the exercise represents a gain or a loss or approximately normal work on the part of the child concerned.
f- Have the General English Committee discuss findings in the above at their conferences.
g- The General English Committee may hold programs for the purpose of closer cooperation. The following program will give an idea of the nature of the work suggested:

Encl. to F. L. No. 72 - (6)

- Program -

1- A Plan for Teaching Julius Caesar, by a Ninth Grade Teacher

2- A Plan for Teaching Macbeth, by a Tenth Grade Teacher

3- What Grammar Pupils Should Know When They Enter the High School, by a Ninth Grade Teacher

4- Persistent Errors in Spelling of Common Words, by an Eleventh Grade Teacher

5- Report of a Committee on Grading of Themes

6- Minimum Essentials in Composition at the End of the Eighth Grade, by an Eighth Grade Teacher

7- Minimum Essentials in Composition at the End of the Tenth Grade, by a Tenth Grade Teacher

8- Oral Composition in the Ninth Grade, by a Ninth Grade Teacher

9- Oral Composition in the Eighth Grade, by an Eighth Grade Teacher

10- Oral Composition in the Tenth Grade, by a Tenth Grade Teacher

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